



Nā Hopena A'ō Statements

HĀ: BREATH

“When I walk into a Hawai'i public school, I want to close my eyes and know that I am in a school in Hawai'i...and not somewhere else.”

- **Suzanne Mulcahy**, Complex Area Superintendent (2015)

Introduction

What makes Hawai'i, Hawai'i - a place unlike anywhere else - are the unique values and qualities of the indigenous language and culture. 'O Hawai'i ke kahua o ka ho'ona'auao. Hawai'i is the foundation of our learning. Thus the following learning outcomes, Nā Hopena A'ō, are rooted in Hawai'i, and we become a reflection of this special place.

Nā Hopena A'ō or HĀ are six outcomes to be strengthened in every student over the course of their K-12 learning journey. Department staff should also be models of behaviors that direct students to what these outcomes might look like in practice. The outcomes include a sense of Belonging, Responsibility, Excellence, Aloha, Total Wellbeing and Hawai'i. When taken together, these outcomes become the core BREATH that can be drawn on for strength and stability through out school and beyond.

Underlying these outcomes is the belief that students need both social and emotional learning (SEL) skills and academic mindsets to succeed in college, careers and communities locally and globally. Thus, HĀ learning outcomes emphasize the competencies that include application and creation of knowledge along with the development of important skills and dispositions.

Through a widespread community process of dialogue, feedback, and co-creation, your BOE Advisory Policy 4000 Work Group more fully realizes the importance of a kind of culture and environment necessary for HĀ to thrive and bring life to learning. Thus, we present HĀ as life-long learning outcomes for all of us, as students of Hawai'i, to believe, understand, model and become.

Contributors

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1. Strengthened Sense of **B**elonging:

I stand firm in my space with a strong foundation of relationships. A sense of Belonging is demonstrated through an understanding of lineage and place and a connection to past, present, and future. I am able to interact respectfully for the betterment of self and others.

- a. Know who I am and where I am from
- b. Know about the place I live and go to school
- c. Build relationships with many diverse people
- d. Care about my relationships with others
- e. Am open to new ideas and different ways of doing things
- f. Communicate with clarity and confidence
- g. Understand how actions affect others
- h. Actively participate in school and communities

2. Strengthened Sense of **R**esponsibility:

I willingly carry my responsibility for self, family, community and the larger society. A sense of Responsibility is demonstrated by a commitment and concern for others. I am mindful of the values, needs and welfare of others.

- a. Come to school regularly, on-time and ready to learn
- b. See self and others as active participants in the learning process
- c. Question ideas and listens generously
- d. Ask for help and feedback when appropriate
- e. Make good decisions with moral courage and integrity in every action.
- f. Set goals and complete tasks fully
- g. Reflect on the quality and relevancy of the learning
- h. Honor and make family, school and communities proud

3. Strengthened Sense of **E**xcellence:

I believe I can succeed in school and life and am inspired to care about the quality of my work. A sense of Excellence is demonstrated by a love of learning and the pursuit of skills, knowledge and behaviors to reach my potential. I am able to take intellectual risks and strive beyond what is expected.

- a. Define success in a meaningful way
- b. Know and apply unique gifts and abilities to a purpose
- c. Prioritize and manage time and energy well
- d. Take initiative without being asked
- e. Explore many areas of interests and initiate new ideas
- f. Utilize creativity and imagination to problem-solve and innovate
- g. See failure as an opportunity to learn well
- h. Assess and make improvements to produce quality work

4. Strengthened Sense of **A**loha:

I show care and respect for myself, families, and communities. A sense of Aloha is demonstrated through empathy and appreciation for the symbiotic relationship between all. I am able to build trust and lead for the good of the whole.

- a. Give generously of time and knowledge
- b. Appreciate the gifts and abilities of others
- c. Make others feel comfortable and welcome
- d. Communicate effectively to diverse audiences
- e. Respond mindfully to what is needed
- f. Give joyfully without expectation of reward
- g. Share the responsibility for collective work
- h. Spread happiness

5. Strengthened Sense of **T**otal Well-being:

I learn about and practice a healthy lifestyle. A sense of Total Well-being is demonstrated by making choices that improve the mind, body, heart and spirit. I am able to meet the demands of school and life while contributing to the well-being of family, 'āina, community and world.

- a. Feel safe physically and emotionally
- b. Develop self-discipline to make good choices
- c. Manage stress and frustration levels appropriately
- d. Have goals and plans that support healthy habits, fitness and behaviors
- e. Utilize the resources available for wellness in everything and everywhere
- f. Have enough energy to get things done daily
- g. Engage in positive, social interactions and has supportive relationships
- h. Promote wellness in others

6. Strengthened Sense of **H**awai'i:

I am enriched by the uniqueness of this prized place. A sense of Hawai'i is demonstrated through an appreciation for its rich history, diversity and indigenous language and culture. I am able to navigate effectively across cultures and communities and be a steward of the homeland.

- a. Pronounce and understand Hawaiian everyday conversational words
- b. Use Hawaiian words appropriate to their task
- c. Learn the names, stories, special characteristics and the importance of places in Hawai'i
- d. Learn and apply Hawaiian traditional world view and knowledge in contemporary settings
- e. Share the histories, stories, cultures and languages of Hawai'i
- f. Compare and contrast different points of views, cultures and their contributions
- g. Treat Hawai'i with pride and respect
- h. Call Hawai'i home



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Strengthened Sense of Belonging

He pili wehena 'ole *

(A relationship that cannot be undone)

Kūpa'a au i ko'u wahi no ka pono o ka 'ohana, ke kaiāulu, ka 'āina a me ka honua nei.

Strengthened Sense of Hawai'i

'O Hawai'i ku'u 'āina kilohana *

(Hawai'i is my prized place)

Hō'ike au i ke aloha a me ka mahalo no ko'u 'āina kilohana 'o Hawai'i nei.

Strengthened Sense of Responsibility

Ma ka hana ka 'ike, ma ka 'imi ka loa'a *

(In working one learns, through initiative one acquires)

'Auamo au i ko'u kuleana no ka ho'okō pono 'ana i ia kuleana mai ka mua a ka hope.

HĀ-BREATH

Nā Hopena A'ō

Strengthened Sense of Total Well-being

Ua ola loko i ke aloha *

(Love is imperative to one's mental and physical welfare)

Me ke aloha au e mālama ai i ka no'ono'o, ka na'au, ke kino a me ka pilina 'uhane i pono ko'u ola.

Strengthened Sense of Excellence

'A'ohe 'ulu e loa'a i ka pōkole o ka lou *

(There is no success without preparation)

Noke au ma ke ala kūpono e hiki aku ai au i ko'u kūlana po'okela iho nō.

Strengthened Sense of Aloha

E 'opū ali'i *

(Have the heart of a chief)

Me ke aloha au e hana ai i 'ili nā hopena maika'i ma luna o'u, o ka 'ohana, ke kaiāulu, ko'u 'āina a me ka honua nei.

POLICY E-3

NĀ HOPENA A‘O (HĀ)

Nā Hopena A‘o (“HĀ”) is a framework of outcomes that reflects the Department of Education’s core values and beliefs in action throughout the public educational system of Hawaii. The Department of Education works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of **belonging, responsibility, excellence, aloha, total-well-being and Hawaii (“BREATH”)** in ourselves, students and others.

With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawaii and is meaningful in all places of learning. HĀ supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community.

The following guiding principles should lead all efforts to use HĀ as a comprehensive outcomes framework:

- All six outcomes are interdependent and should not be used separately
- Support systems and appropriate resources should be in place for successful and thoughtful implementation
- Planning and preparation should be inclusive, collective and in a timeframe that is sensitive to the needs of schools and their communities
- Current examples of HĀ in practice can be drawn on as sources for expertise
- All members of the school community share in the leadership of HĀ

Rationale:

The purpose of this policy is to provide a comprehensive outcomes framework to be used by those who are developing the academic achievement, character, physical and social emotional well-being of all our students to the fullest potential.

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